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ABSTRACT

The results of evaluation of a cable television system in the Shawnee Mission Public Schools are provided in this report. The cable system is briefly described, and a breakdown by type of usage for junior high and high school courses is given. The personnel involved in the cable television system are described with an estimate of their time commitment. Finally, a teacher questionnaire and its results are presented. Many pages of this report may be difficult to read as they are hand-written. (WH)

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SUMMATIVE EVALUATION OF AN ONGOING CABLE TELEVISION (CATV)  
SYSTEM IN OUR 50 ELEMENTARY AND FIVE SENIOR  
HIGH SCHOOLS.

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CATV - Evaluation

Aim: To investigate the inputs and outputs of Cable Television (CATV) to the instructional program and how they relate to the goals of the 70's.

May 1973

Submitted to

Division of Instruction

By

R. H. Cramer, Research Section  
Planning Division

- |                 |                         |
|-----------------|-------------------------|
| 1. Introduction | 3. Overview of Research |
| 2. Analysis     | 4. Conclusions          |

-----  
Television Effort and CATV

1. The investigator first must ferret out from the total television effort that segment most properly labeled CATV. Briefly, the use of television is found in:

- (One School)-1. The Dial Access System wherein, from a central source, programs (5 to 10) can be simultaneously played for learners use sitting a few metres away in the library.
- a. In addition, three of these programs can be played in the various classrooms as selected and requested by the teacher. We will classify this as CATV.
2. Portable monitors and VTR's (video tape recorders) which are moved from building to building as requested.
- a. Some buildings have their own VTR's, cameras and monitors.
3. The Cable Television Service. This effort has serviced thirteen elementary, four junior high and three senior high schools all year with more elementaries being hooked up during the year. (See CATV updates which appear in Principals Memo each month.)

All of these efforts draw their software from the same source. A restriction is, however, placed on some programs going out over CATV.

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Services described under 1 & 2 are initiated by teacher request and are found (mainly) in the Junior High Schools and Senior High Schools. Cable TV (3) publishes a monthly telecast schedule and in addition will telecast requested items from their stock in empty time slots. (The classroom television sets can also pick up other cable telecasts or, in fact, any of the local stations. The point being that to observe a group of students viewing a telecast does not automatically mean that the material being viewed is from our own Cable TV service or our own studio.)

Table-1 Random Sample of Requests Junior High (.6 year)

| <u>Subject Area</u> | <u>Kind</u>             | <u>Frequency</u> | <u>Telecast Type</u> |
|---------------------|-------------------------|------------------|----------------------|
| Science (Ecology)   | Information             | 17               | VTR                  |
| Business-Typing     | Skills                  | 1                | "                    |
| Unified Studies     |                         |                  |                      |
| History             | Information             | 17               | "                    |
| Government          | Information             | 8                | "                    |
| Sociology           | Information             | 5                | "                    |
| Fine Arts           |                         |                  |                      |
| Music               | Music Appreciation      | 1                | "                    |
| Physical Education  | Information (Rules)     | 1                | "                    |
| Films (Commercial)  |                         |                  |                      |
| Billy Budd          | Information             | 1                | "                    |
| Jane Eyre           | Entertainment Attitudes | 1                | "                    |
| Friendly Persuasion |                         | 1                | "                    |

Table-2 Random Sample Northwest High School (20% of requests)

| <u>Title</u>        | <u>Freq.</u> | <u>Course</u> | <u>Telecast</u>                                                                                                                                                                       |
|---------------------|--------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Newscast            | 1            |               | A request for taping a news-cast. This service has been in great demand in the past but is being deemphasized at present.                                                             |
| Nature of Man       |              |               | Request to copy film. As above, a teacher could and has requested the television staff to video tape a televised program. Sometimes this requires taping to very late in the evening. |
| Billy Budd          | 3            | Am. Govt.     | Room                                                                                                                                                                                  |
| Intro. Metric Syst. | 2            | Science       | "                                                                                                                                                                                     |
| Lord of the Flies   | 2            | Am. Govt.     | "                                                                                                                                                                                     |

| <u>Title</u>               | <u>Freq.</u> | <u>Course</u>     | <u>Telecast</u> |
|----------------------------|--------------|-------------------|-----------------|
| The Drinking American      | 2            | Am. History       | Room            |
| Courtship Eddie's Father   | 2            | Unknown           | "               |
| Alcoholism                 | 2            | Sociology         | "               |
| Pollution Matter of Choice | 1            | Am. History       | "               |
| Hunger in America          | 1            | Unknown           | "               |
| Lesson 27-32               | 1            | Business          | "               |
| Glass Menagerie            | 10           | Language Arts     | Carrel          |
| Hamlet                     | 5            | Language Arts     | "               |
| Friendly Persuasion        | 5            | Language Arts     | "               |
| The Zimmerman Telegram     | 2            | History           | Room            |
| Twisted Cross              | 1            | History           | "               |
| The Drinking American      | 1            | History           | "               |
| 14-Steps                   | 2            | Drivers Education | "               |
| LBJ Tragedy & Transition   | 1(nite)      | Amer. Govt.       | "               |
| Soviet Challenge           | 2            | Pol. Sci.         | "               |
| Justice Under The Law      | 3            | Soc. Studies      | "               |
| 6 Wives of Henry VIII      | 6            | Lang. Arts        | "               |
| Cry The Beloved Country    | 2            | Lang. Arts        | Carrel          |

(We are construing a room request as Cable and a Carrel request as VTR)

Footnote: Generally, we can say that the programs requested are of information type slanting toward Social Studies and Language Arts with some Ecology and typing skill lessons. They illustrate at once the power and the weakness of TV. The medium is part of the message; hence, these programs could serve as springboards to discussion or to illustrate particular patterns deemed important by the teacher. On the other hand, their content, per se, is directed toward short term memory.

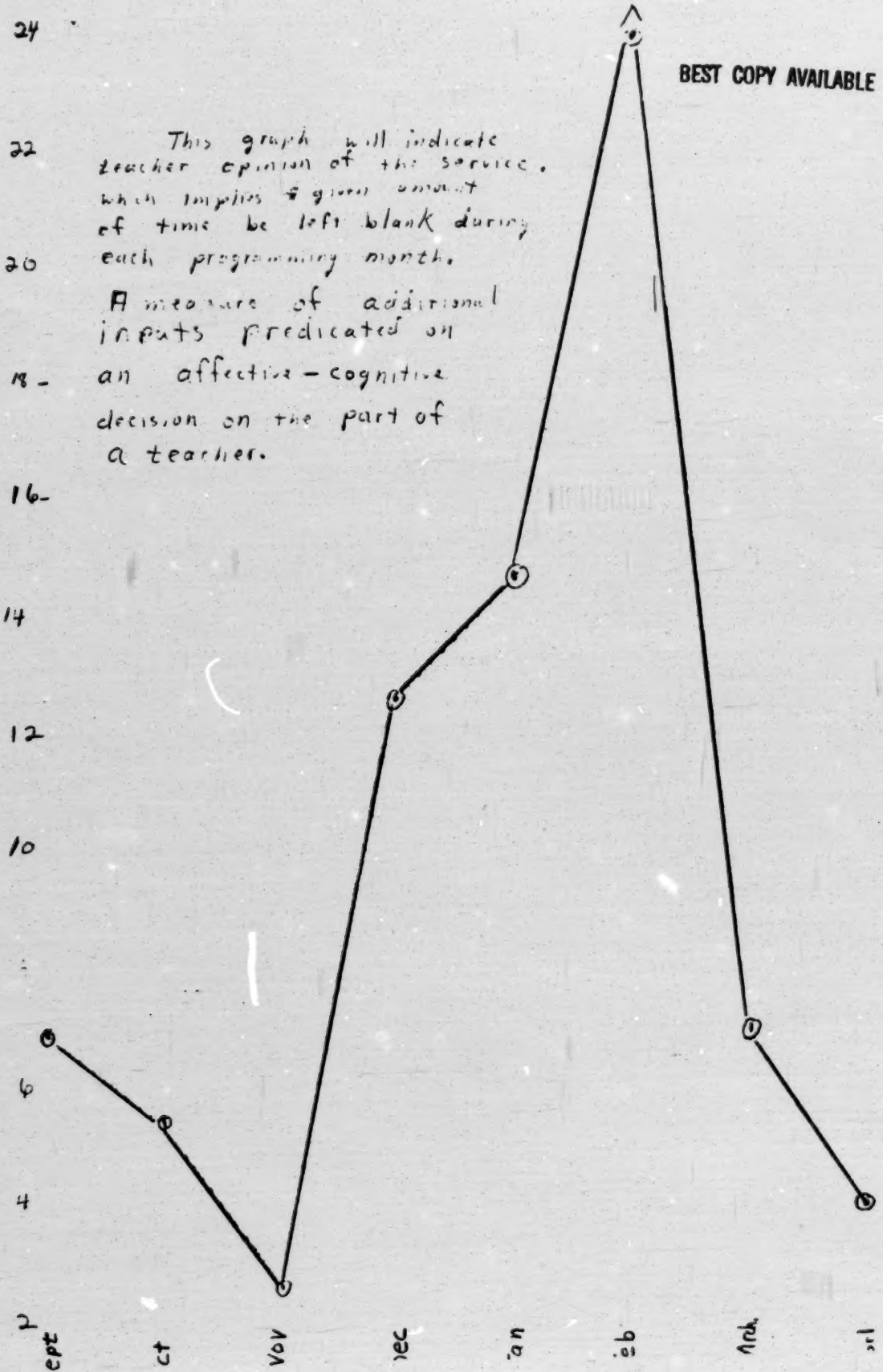
It is thus difficult to make any quantitative assessment of their worth except to say that the teacher is the variable which determines whether the power of TV or the weakness of TV wins out! Both factors are present constantly.

In the elementary school, the schedule published each month is the main Cable input. The request frequency for additional Cable Telecasts was plotted as a function of months broadcast.. Graph I. Graph II shows the number of telecasts per month. Graph I will show indirectly the value of the Cable inputs to a teacher's day because he or she must request them and thus an additional management load is incurred. Graph II will simply show the scheduled load on the system. The question of system load is of no small importance when one considers the resource allotment for Cable Television. Chart 1 shows the breakdown.

Chart 1. CATV in terms of relative resource expenditures.

| <u>Title</u>                  | <u>Percent time on CATV</u> |
|-------------------------------|-----------------------------|
| Coordinator TV Production (1) | 80                          |
| Assistant (1)                 | 90                          |
| Writer-presenter              |                             |
| (On camera) Teleteacher (2)   | 100                         |
| Chief Engineer (1)            | 50                          |

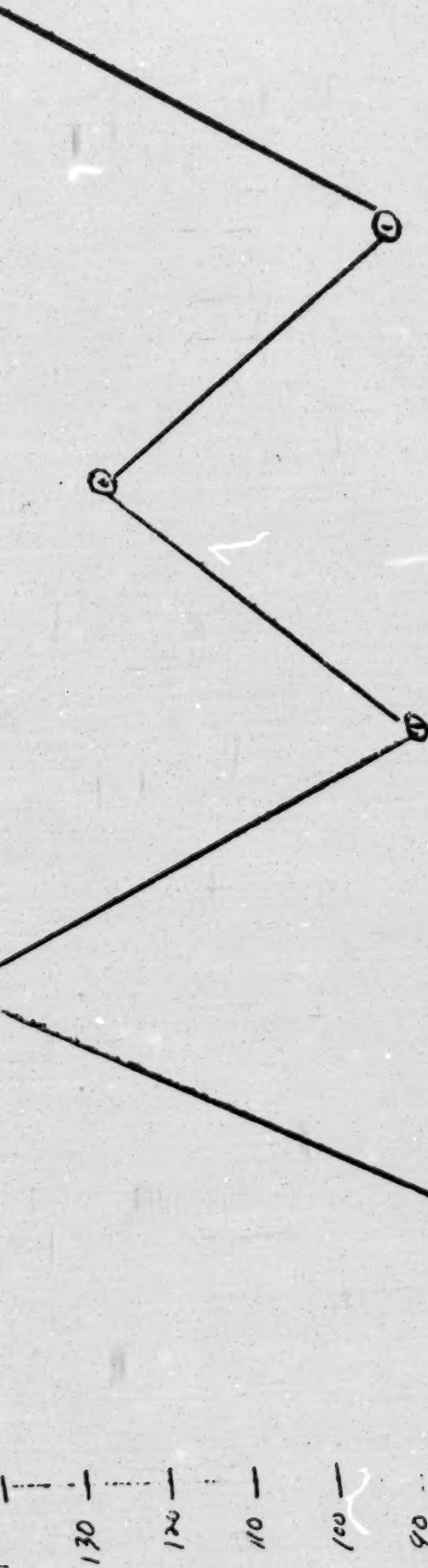
Percent Calls Relative to published CATV Programming



This graph will indicate teacher opinion of the service, which implies a given amount of time be left blank during each programming month.

A measure of additional inputs predicated on an affective-cognitive decision on the part of a teacher.

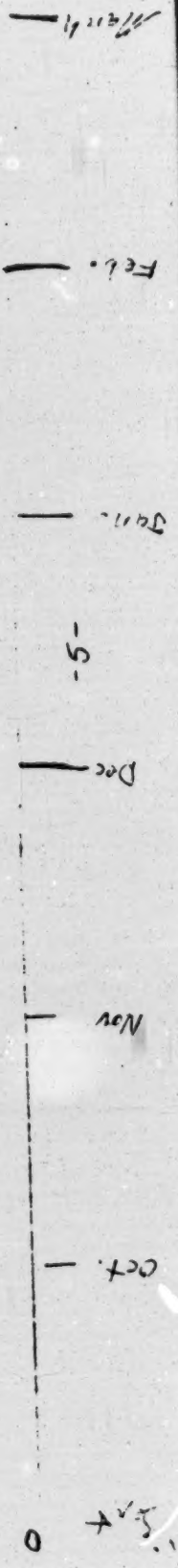
215  
Loft  
growth



Graph II  
Number of Cable tele casts per month (scheduled)

This graph would have a positive growth factor as more programs become available. It is a measure of growth and also of gross in put.

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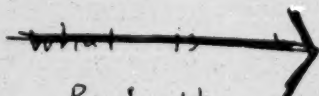
4. From the following list - circle the region or regions that is(are) not part of the British Isles:

Ireland, Brittany, Scotland, Wales, England, Alaska

- (L1) 5. Match the items on the left with the correct descriptions on the right. Do so by ~~crossing~~ placing the number by the right hand column members in the blanks by the left hand column members.

|          |                |                                    |          |
|----------|----------------|------------------------------------|----------|
| <u>7</u> | Sir Ector      | Son of Ector                       | <u>1</u> |
| <u>1</u> | Kay            | Merlin's Owl                       | <u>2</u> |
| <u>5</u> | Cully          | <del>the</del> Eagle               | <u>3</u> |
| <u>8</u> | Merlin         | Son of Uther Pendragon + Guinevere | <u>4</u> |
| <u>4</u> | Arthur         | <del>the</del> Hawk                | <u>5</u> |
| <u>6</u> | Hector - Ector | Keeper of the hawk                 | <u>6</u> |
| <u>2</u> | Archimedes     | Knight of the round                | <u>7</u> |
|          |                | Magician & teacher of Arthur       | <u>8</u> |

6.



Read the underlined sentences - if it does ~~or not~~ make sense - correct it on the line below it, if it does make sense, circle it.

He picked up the meat and threw it into the tridents.

6 (cont)  
(L4)

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The Knight stopped at the feather bed and slept in the inn.

In the whole Joust there was no better tournament and this realm was the most important.

7.  
(L6)

In miles give us your guess of how far it is from the Eastern edge of Britain to the nearest point in France. \_\_\_\_\_ miles

8  
(L7)

Write a short paragraph in which you tell us how King Arthur's Great Hall looked. Mention round table, shields, benches etc. . . You may use a drawing or sketch for the major part of your paragraph but some words will be needed. Do this on the back of this sheet.

9  
(-8)

The River USK is located in what part of Great Britain? \_\_\_\_\_

10  
(L10)

Would you ask a good friend of yours for a boon? Yes , No (circle one) and why?

Put your reasons below this line

THANK YOU!

Two Rods; Rod A and Rod B

(L1) 4.

Rod A

Rod B

Which of the 3 sentences are True, which are False? Circle the right answer

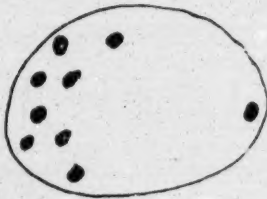
|               |      |       |
|---------------|------|-------|
| Rod A > Rod B | True | False |
| Rod A = Rod B | True | False |
| Rod A < Rod B | True | False |

• stands for a dot

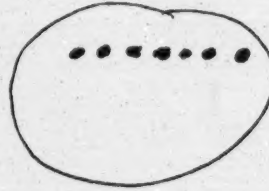
(L2) 5.

(L5)

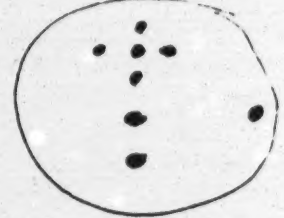
Set 1



Set 2



Set 3



Which set has the most Dots?

Circle the right answer

Set 1, Set 2, Set 3, All the same.

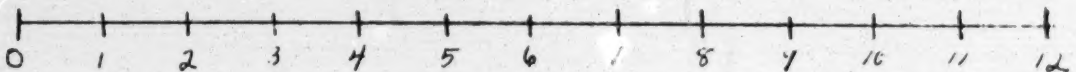
Which set has the least Dots?

Set 1, Set 2, Set 3, All the same

How many Dots are in Set 2?

~~0~~, 1, 2, 3, 4, 5, 6, 7, 8, 9

(L5) 6.



Circle one of the numbers and then draw a

triangle and place inside the triangle the number

of dots equal to the number you circled.

Please put your triangle to left of Arrows

- L IV) 7 Listen to your teacher tap. How many taps does she tap before she says "No more taps"

answer → my teacher tapped \_\_\_\_\_ taps

- L VII) 8. Fill in the missing parts... Counting by Fives

|                |                    |                 |                    |                       |                    |
|----------------|--------------------|-----------------|--------------------|-----------------------|--------------------|
| $\frac{0}{35}$ | $\frac{\quad}{40}$ | $\frac{10}{45}$ | $\frac{15}{\quad}$ | $\frac{\quad}{\quad}$ | $\frac{30}{\quad}$ |
|----------------|--------------------|-----------------|--------------------|-----------------------|--------------------|

9. See the grid on last page and fill it in as fast as you can. Addition skills.

10. Fill in this grid multiplication

grid.

| X  | 10 | 9 | 8 | 7 | 6 | 5 | 1 |
|----|----|---|---|---|---|---|---|
| 5  |    |   |   |   |   |   |   |
| 2  |    |   |   |   |   |   |   |
| 10 |    |   |   |   |   |   |   |

11. Which is on your left? the little box or the little triangle? Circle the one on your left as you look at the paper



12. Subtraction Facts

$10 - 2 = \underline{\quad}$

$11 - 10 = \underline{\quad}$

$1 - 1 = \underline{\quad}$

$15 - 9 = \underline{\quad}$

$20 - 1 = \underline{\quad}$

$4 - 4 = \underline{\quad}$

16

Thank You !!

9.

Addition Facts ... Fill in the grid.

| + | 3  | 6 | 1 | 5 | 9 | 7 | 2 | 8 | 4 |
|---|----|---|---|---|---|---|---|---|---|
| 7 | 10 |   |   |   |   |   |   |   |   |
| 2 |    |   |   |   |   |   |   |   |   |
| 9 |    |   |   |   |   |   |   |   |   |
| 1 |    |   |   | 6 |   |   |   |   |   |
| 4 |    |   |   |   |   |   |   |   |   |
| 8 |    |   |   |   |   |   |   |   |   |
| 3 |    |   |   |   |   |   |   |   |   |
| 6 |    |   |   |   |   |   |   |   |   |
| 5 |    |   |   |   |   |   |   |   | 9 |

## Questionnaire Results

The following questionnaire was distributed to one set of faculty members in a random fashion. One set of 30 papers was given out to a group known to use CATV. This report will not include their results.

With about a 60% return we find -

### Part 1                      Question 1

(refer to the questionnaire)                      32 ranked Enrichment as highest  
9 ranked Inform as highest  
7 ranked Instruct as highest  
2 ranked Entertain as highest

The composite view taking into account the lower rankings is: To enrich, then to inform, with to instruct and to entertain way down the line.

### Part 1                      Question 2

41 ranked "primarily to Enrich" highest  
5 ranked "primarily give Teacher" highest  
4 ranked "primarily to Facilitate" highest  
3 ranked "primarily to provide Instruction" highest

Composite: (same ranking as above)

### Part 1                      Question 3

Most important - Content Appropriateness  
Next - Evaluation of Results  
Next - Availability

### Part 2                      Question 4

Most want more programs in Social Studies and Science and Language Arts.

### Part 2                      Combinations

#6 Important and good rated by 13 responders  
#11 Probably important and fair rated by 7 responders  
#5 Important and excellently done rated by 3 responders  
#10 Probably important and good rated by 3 responders  
#14 Of little importance and good rated by 3 responders  
Rest distributed in 1's and 2's.

### Part 3                      Grid - see attached grid of teacher responses.

The grid shows that teachers consider CATV as probably important and being performed "good".

## QUESTIONNAIRE CONCERNING CATV

Dear Staff Member:

Please fill out the following questionnaire regarding CATV. The third part of this questionnaire may be a bit confusing but it is highly important. What we want you to do there, is place a check in one little square that marks your feeling as to how well the service (in this case CATV, but in a different context, any central service) is being performed AND the importance or worth of the service when reflected against your daily tasks as a teacher, counselor, coach, or administrator. For example, the one check (that's right, just one check per person!) indicates a (15, 8) or a person who feels the service is being performed good and is important. Information such as this can make for better decision-making regarding resources allotted to a service. From no resources (eliminate) to extensive upgrading.

Cordially,

R. H. Cramer, Research

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## QUESTIONNAIRE

### Part 1

1. How would you describe the balance of intents reflected in our CATV service to the schools, according to the classifications given below? (Indicate a number "1" for the statement of intent describing the greatest number of your programs, and a number "4" describing the intent of the least. If necessary, leave blank any classifications that do not apply.)

- ( ) TO ENTERTAIN: to contribute to learning by providing a vehicle for diversion or escape through entertainment in the formal academic environment.
- ( ) TO ENRICH: to add to other influences on learning by providing a greater range of experiences to which the individual is exposed in his daily life.
- ( ) TO INFORM: to provide a source of information about concepts or ideas that can be used by others who have more direct control over the individuals learning situation.

- ( ) TO INSTRUCT: to attempt directly to change the way an individual responds by providing experiences that require no other instructional intervention for learning.

2. How would you describe the relative importance of the operational philosophy of the way CATV should be encouraged to be used in the schools? (Indicate a number "1" for the statement of philosophy describing the one you think is most important, and a number "4" for the one you think is least important in our operation. Leave blank any statements that do not apply.)

- ( ) CATV is seen primarily to extend or enrich resources already used in the educational program.
- ( ) CATV is seen primarily to give the teacher material to use in an established instructional process.
- ( ) CATV is seen primarily to facilitate a classroom course-of-study by providing a scope and sequence for the teacher to follow in the classroom.
- ( ) CATV is seen primarily to provide instruction directly to the student without relying on other instructional intervention.

3. Of the factors listed below, what importance do you place in what to look for in the selection of a program to be a part of your CATV selection to your students. (Use "1" for most important, indicate a rank order for the others. Leave blank any factors you do not feel important or do not consider in your program selection.)

- ( ) Cost.
- ( ) Content appropriateness.
- ( ) Availability of material.
- ( ) Production and technical aspects.
- ( ) Evaluation results (evidence of success in attaining objectives).
- ( ) Talent of television teacher.
- ( ) Quality of the design as a part of instruction for the student.
- ( ) Popularity indicated by requests of using teachers to continue.

3.

4. In what areas would you like to see new programming inputs to help you in your tasks of teaching? (Rank in order of priority with "1" for highest, etc.)

- |                                                    |                                                  |
|----------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Art                       | <input type="checkbox"/> Music                   |
| <input type="checkbox"/> Business Education        | <input type="checkbox"/> None                    |
| <input type="checkbox"/> Ethnic Studies            | <input type="checkbox"/> Science                 |
| <input type="checkbox"/> Foreign Languages         | <input type="checkbox"/> Social Science          |
| <input type="checkbox"/> Home Economics            | <input type="checkbox"/> Debate                  |
| <input type="checkbox"/> Humanities                | <input type="checkbox"/> Vocational Education    |
| <input type="checkbox"/> Literature                | <input type="checkbox"/> History                 |
| <input type="checkbox"/> Mathematics               | <input type="checkbox"/> Other - please specify: |
| <input type="checkbox"/> Language Arts/Composition | _____                                            |
|                                                    | _____                                            |

## QUESTIONNAIRE

### Part 2

Directions: Study the following list of combinations of effectiveness and worth; pick the one most consistent with your opinion. As a classroom teacher how do you rate the current use of CATV relative to your day-to-day tasks -- also how well is the service being performed?

Circle the number.

1. Most important and excellently performed.
2. Most important and good.
3. Most important and fairly done.
4. Most important and poorly done.
5. Important and excellently done.
6. Important and good.
7. Important and fair.
8. Important and poorly done.
9. Probably important and excellently done.
10. Probably important and good.
11. Probably important and fair.
12. Probably important and poorly done.
13. Of little importance and excellently done.

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14. Of little importance and good.
15. Of little importance and fair.
16. Of little importance and poor.
17. Useless and excellently done.
18. Useless and good.
19. Useless and fair.
20. Useless and poor.

### Questionnaire Part three

The "importance - performance" matrix on grid next page. Just one check after careful consideration. Thank you!



### 3. Overview of Research

1955-1965 is known as the decade of technology, during which vast improvements were envisioned for our schools through the use of technology. Television and the computer were two prime movers in this field. Today, alas, they have fallen short. So much so that there is a view, widely held, that the national investment in education has not paid off and the American Society is now in the process of considering how best to otherwise invest its resources for the future!

1. Goodlad, J. The Schools vs Education  
Saturday Review April 19, 1969
2. Morse, A. D. Schools of Tomorrow - TODAY  
Ford Foundation and New York State Dept. of Education
3. White, S. Educational Television and Films  
The American Behavioral Scientist Vol. VI  
No. 3, Nov. 1962

To the disappointment of its early proponents, 2 and 3, television has not yet produced any economics nor has it increased learning. See 1. above and: Eurich, A. C. American Educator  
New York Harper & Row 1969

These research findings are put in this report in order to claim more objectively that my findings do not radically differ with far more comprehensive and vastly funded evaluations conducted elsewhere. Actually, our service appears to be better, according to my research, than results claimed in these references. No actual cost /benefit analysis or cost/ effective analysis was carried out. Neither was (and this is a serious defect in my work) a close measurement of how frequently the CATV lessons were used. The schools just don't monitor closely enough to give other than a rough estimate. We must monitor the frequency in order to tie output of students to input costs.

**END**

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